

ELA Tools: Literacy Design Collaborative

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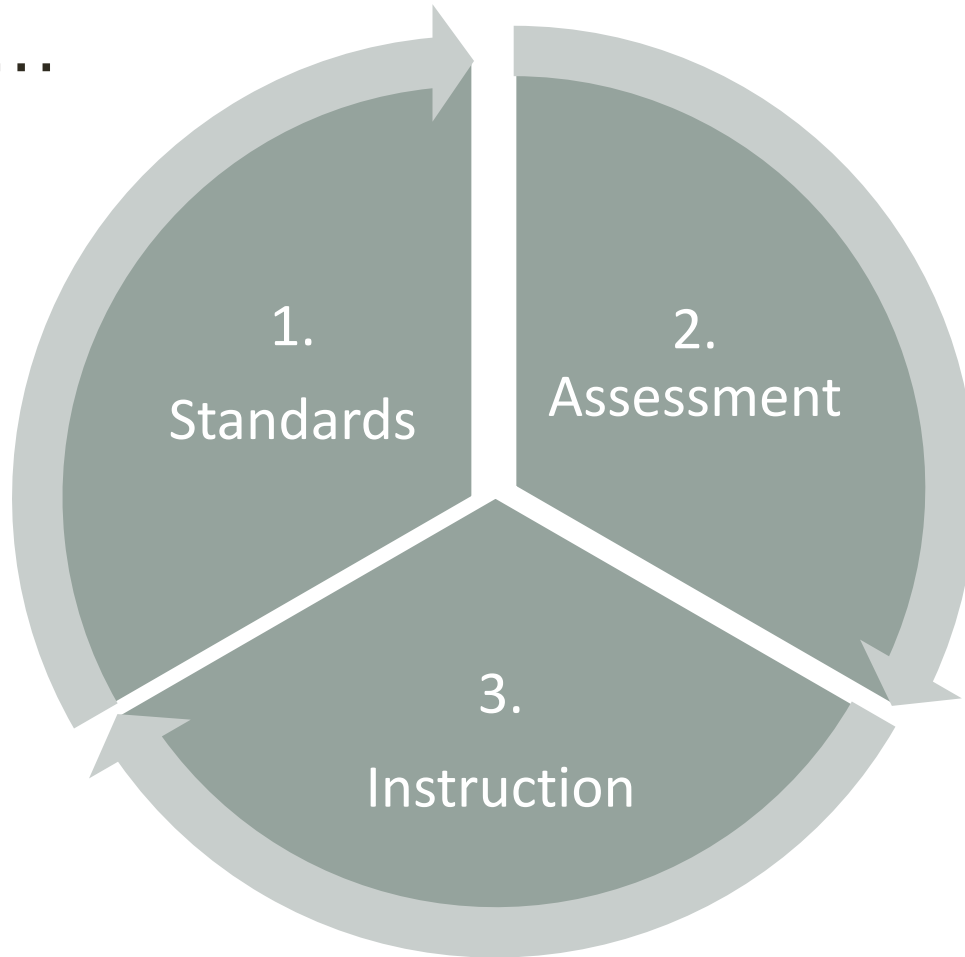
Brevard Public Schools

Key Shifts in the Common Core

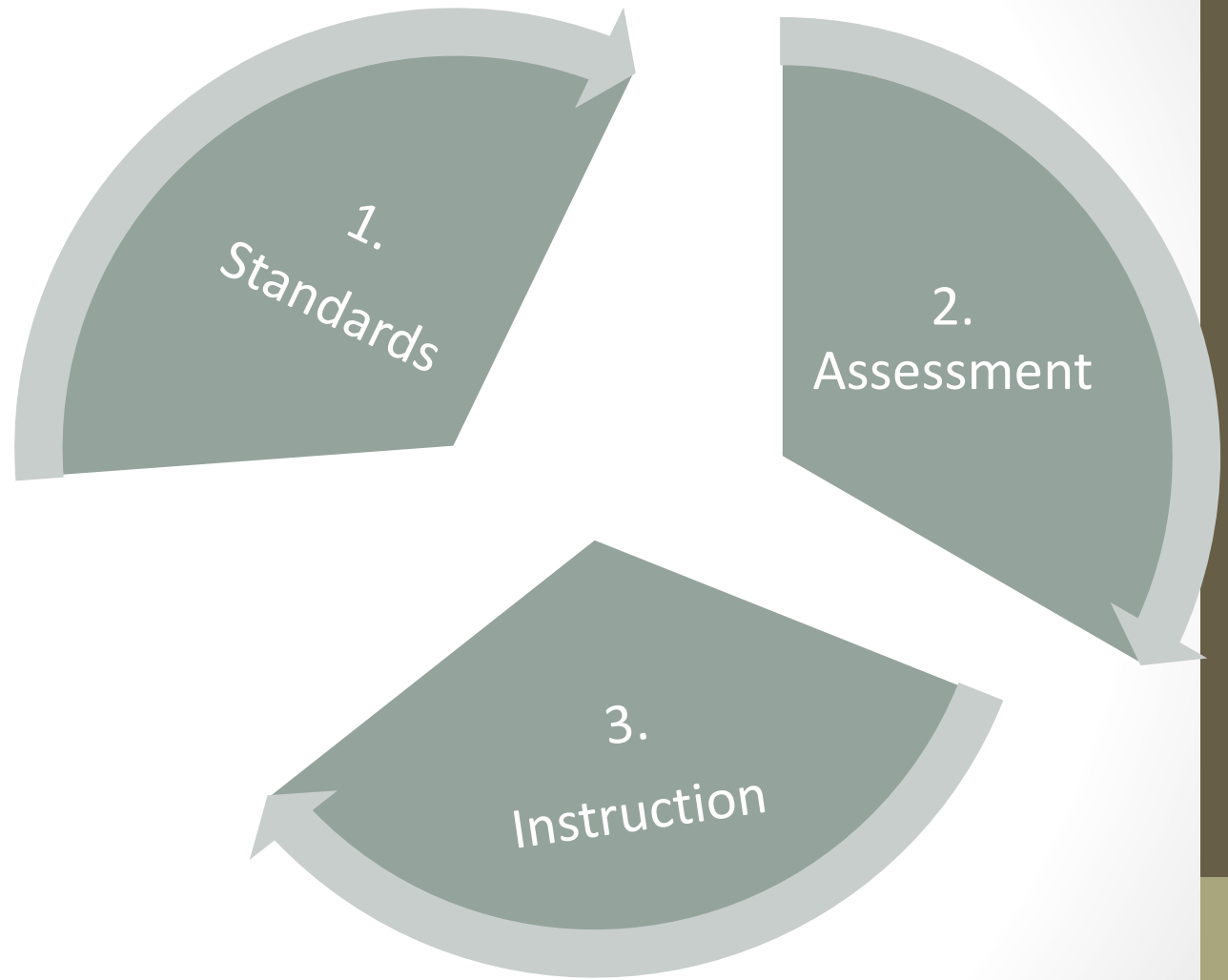
- 1. Complexity:** Regular practice with complex text and its academic language
- 2. Evidence:** Reading, writing, speaking and listening grounded in evidence from text, literary and informational
- 3. Knowledge:** Building knowledge through content rich nonfiction

Why the LDC logic model?

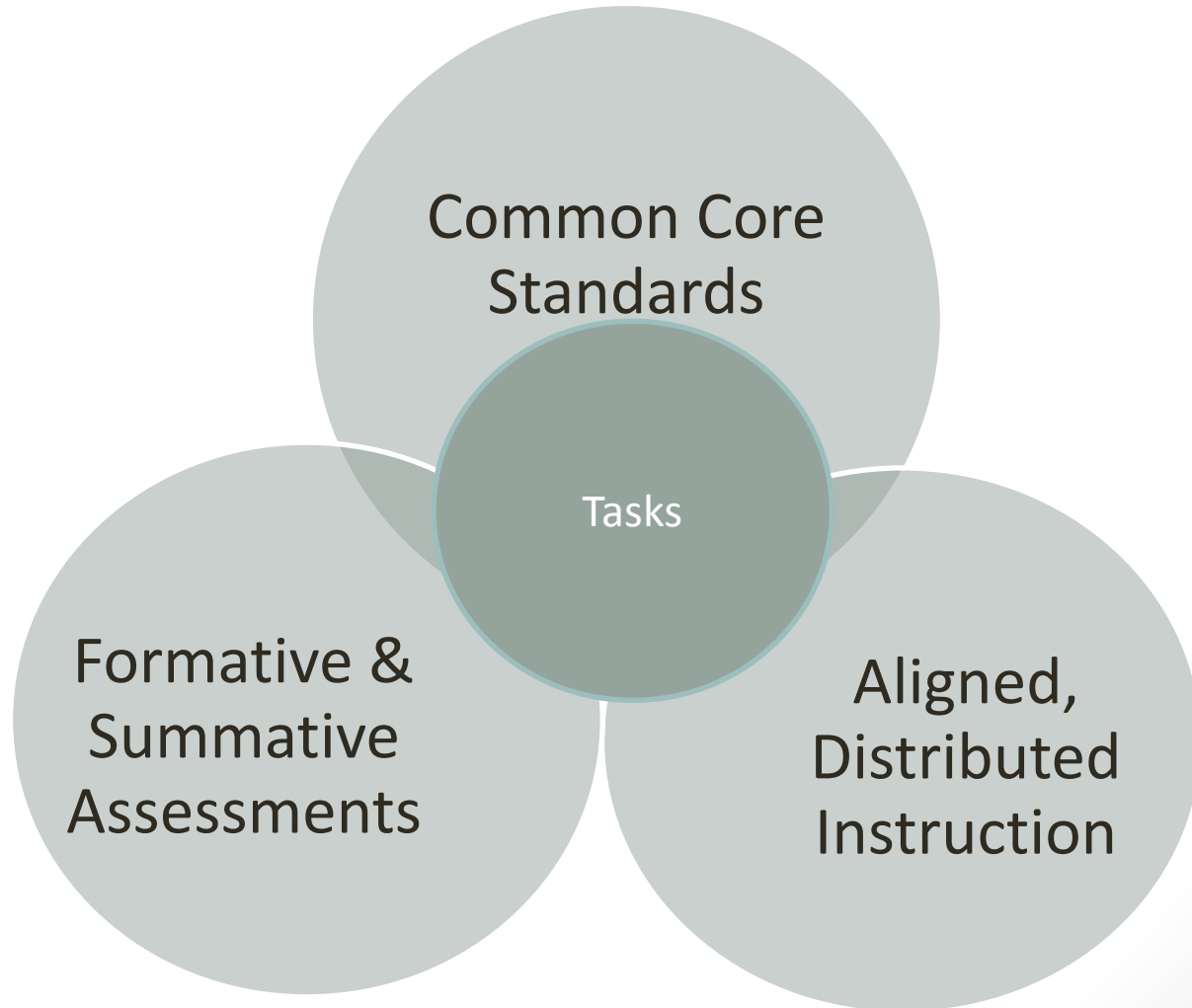
In the past...



which
all too
often
ends up
looking
like this:



The Literary Design Collaborative Approach (LDC)



Impact of LDC – Professional Perspective

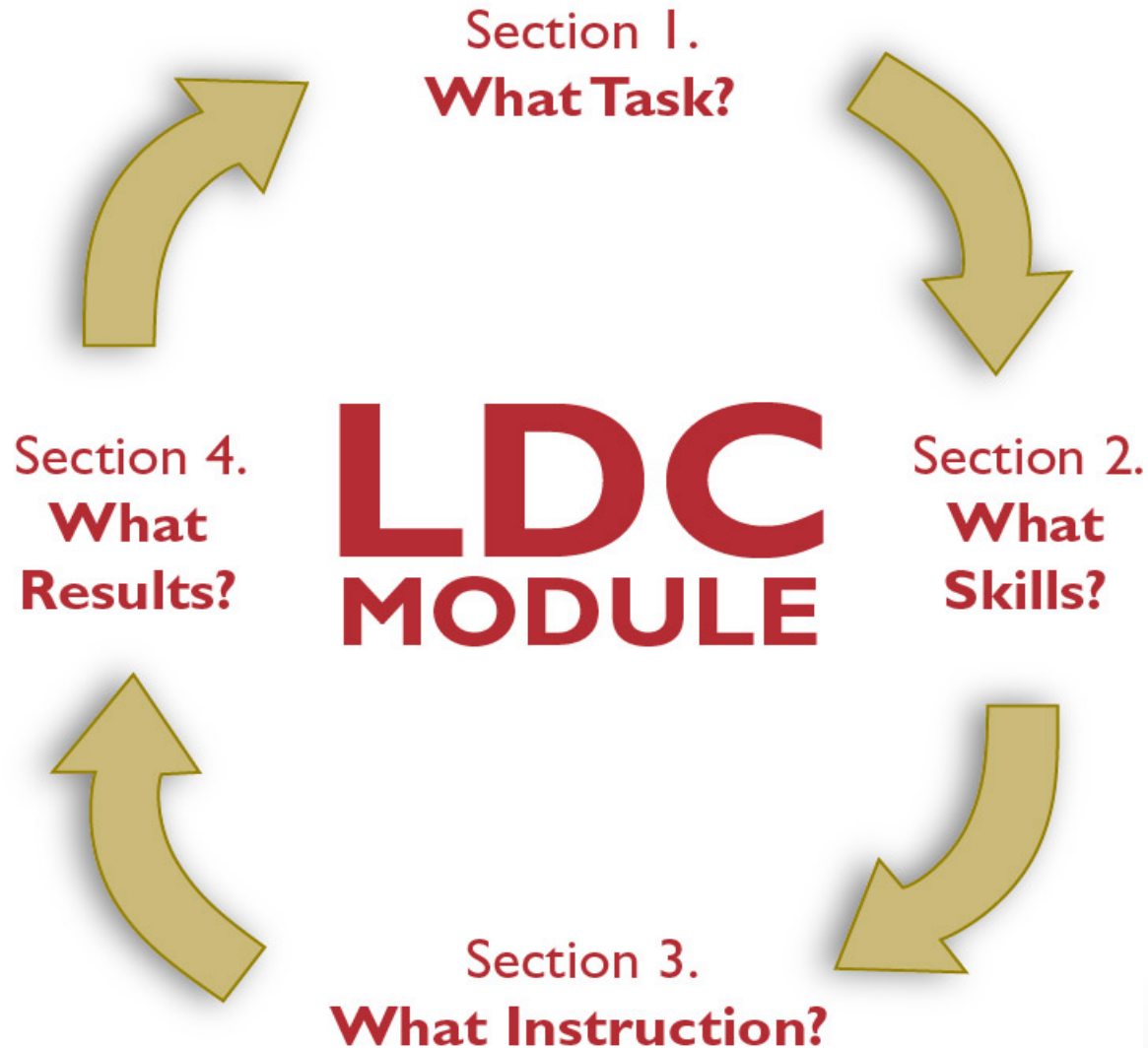
- Ensures that the Common Core Standards are embedded in curriculum.
- Task bank is an excellent resource for producing quality prompts that meet the Common Core Standards.
- Modules provide structure but allow for flexibility and personal teaching style.
- The collaborative provides common curriculum language between teachers within districts and around the country.

Kathy Thiebes
Social Studies Teacher, Gresham, Oregon

Impact of LDC on Students

- Students gain and improve reading and writing skills.
- Students learn content on a deeper level!!
- Attendance improves.
- Students see the value in reading and writing for different content areas...it's not just for English class!

The LDC Framework

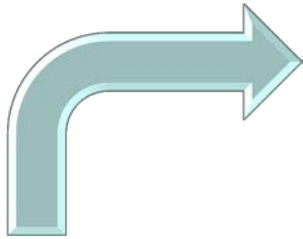


Template Tasks

- ✓ The beginning point for the LDC strategy
- ✓ **Based on Common Core
State Standards**
- ✓ Allow teachers to connect standards and content

Module Section 1: What Task?

What task sets clear, measurable goals for learning?

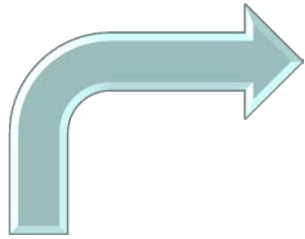


- Teachers select task template
- Common Core Standards are “hard-wired”
- Teachers add state/local content standards
- Teachers “plug and play” to build the teaching task

Task 2 Template (Argumentation/Analysis L1, L2, L3): [Insert essential question] After reading _____ (literature or informational texts), write an _____ (essay or substitute) that addresses the question and support your position with evidence from the text(s). **L2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position.

Module Section 2: What Skills?

What skills are needed for success?

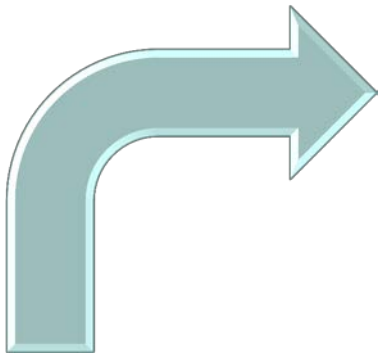


- Identify skills
- Define skills
- Organize by clusters

SKILL	DEFINITION
SKILLS CLUSTER 1: PREPARING FOR THE TASK	
1. <i>Task engagement</i>	<i>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</i>
2. <i>Task analysis</i>	<i>Ability to understand and explain the task's prompt and rubric.</i>

Module Section 3: What Instruction?

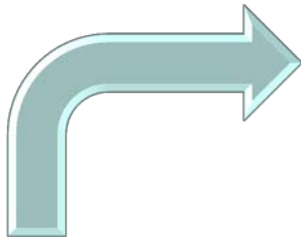
How will students be taught to succeed on the teaching task? What work will they do?



- Establish the instructional plan – or *instructional ladder* – to teach students the skills necessary to succeed on the task
- Include mini-tasks, scoring, and instructional strategies

Module Section 4: What Results?

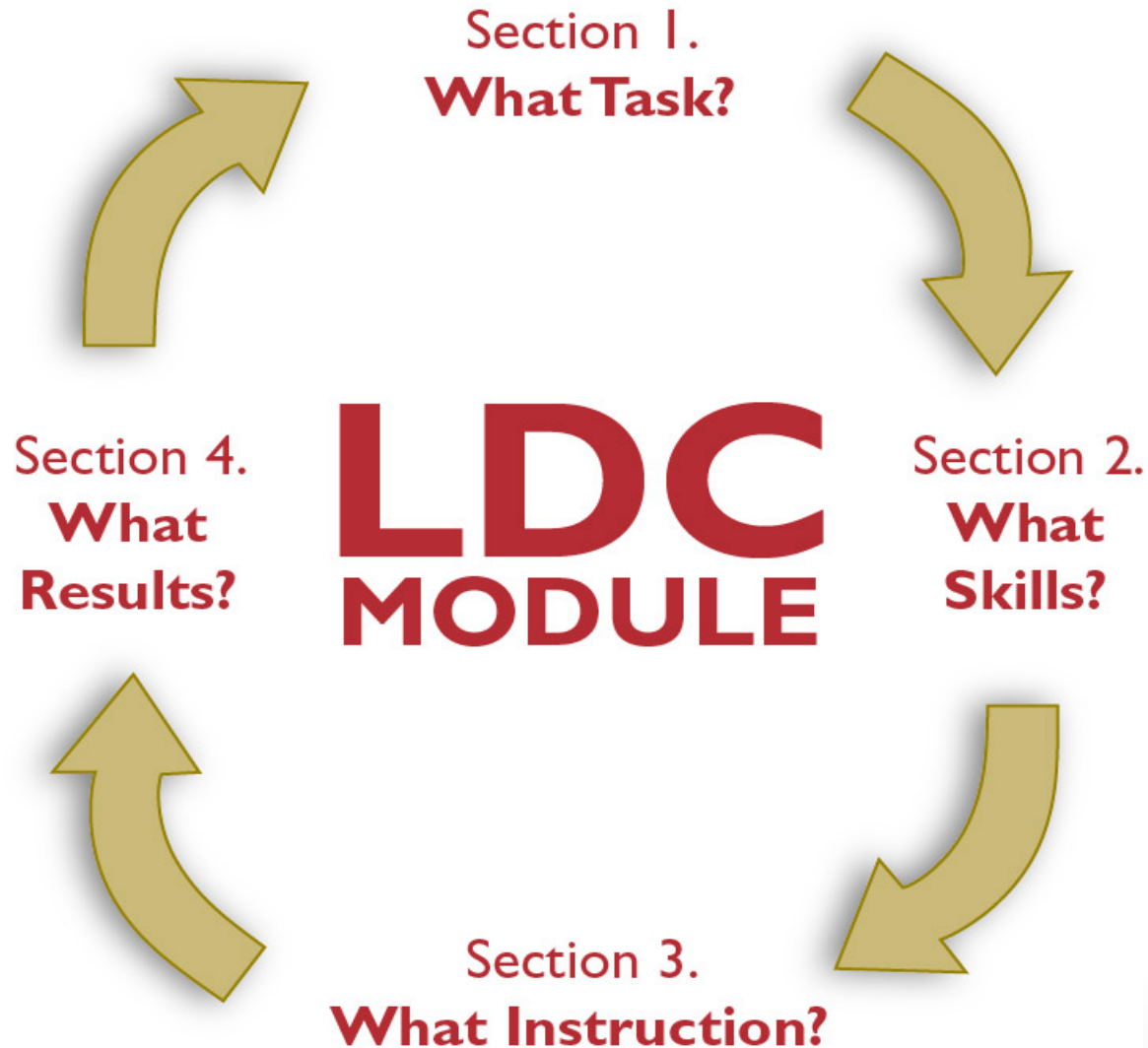
How good is good enough?



- Examine student work
- Create classroom assessments by using the teaching task
- Connect assessment to common rubric used for teaching task
- Identify exemplars

Emerging examples with your help– and help from Stanford University, Measured Progress and many others!

The LDC Framework



Modules

- ✓ 2-4 weeks of instruction
- ✓ Teacher-designed
- ✓ Literacy task focused on demonstration of content knowledge

Modules and LDC

Designed to share:

- ✓ With teachers in other schools, districts, and states
- ✓ Everywhere common core standards are being used

LDC partners developing systems for:

- ✓ Jurying work submitted by participating teachers to identify great modules
- ✓ Sharing those great modules electronically across the country

Template Task Rubrics

LDC template tasks use shared rubrics (scoring guides) to decide whether student work meets expectations. One scoring guide works for all argumentation tasks, another for all informational and explanatory tasks, and a third for the narrative tasks.

Shared rubrics support teacher collaboration across grades and subjects, including:

- Shared ***scoring*** to develop common expectations
- Joint ***analysis of student work***
- Collaborative ***planning*** around instructional strategies and improvements

Template Tasks

All LDC tasks require students to:

- **Read**, analyze, and comprehend texts as specified by the common core
- **Write** products as specified by the common core (focusing on argumentation, informational/explanatory, and narrative)
- **Apply** common core literacy standards to content (ELA, social studies, and/or science)

LDC Template Task Collection

	Argumentation	Informational or Explanatory	Narrative
Definition	N/A	ELA, social studies, science	N/A
Description	N/A	ELA, social studies, science	ELA, social studies
Procedural-Sequential	N/A	social studies, science	ELA, social studies
Synthesis	N/A	ELA, social studies, science	N/A
Analysis	ELA, social studies, science	ELA, social studies, science	N/A
Comparison	ELA, social studies, science	ELA, social studies, science	N/A
Evaluation	ELA, social studies, science	N/A	N/A
Problem/Solution	social studies, science	N/A	N/A
Cause/Effect	social studies, science	science, social studies	N/A

Example: Template Task 2:

Argumentation/Analysis

[Insert question] After reading _____ (literature or informational texts), write _____ a/an (essay or substitute) that addresses the question, and support your position with evidence from the text(s). **L2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position.

(Argumentation/Analysis)

Teaching Task:

Argumentation/Analysis

In ELA:

Would you recommend a *Wrinkle in Time* to a middle school reader? After reading this science fiction novel, write a review that addresses the question and support your evidence from the text.

Teaching Task:

Argumentation/Analysis

In social studies:

How did the political views of the signers of the Constitution impact the American political system? After reading *Founding Brothers: The Revolutionary Generation*, write a report that addresses the question, and support your position with evidence from the text.

Texts

- Literature: novels, stories, poems, plays
- Informational texts: Newspaper articles, journal articles, primary source documents
- Opinion pieces: editorials, speeches, essays
- Reference works: encyclopedias, almanacs, manuals, how-to books
- Electronic text: EBSCO and the like
- Others?

Student Products

- Essays
- Reviews
- Articles
- Editorials
- Speeches
- Lab reports
- Manuals
- Scripts
- Others?

A Great LDC Teaching Task

- Addresses essential content
- Engages students
- Makes effective use of the template task's writing mode (Template Tasks 2 and 11)
- Selects reading texts that use and develop academic understanding and vocabulary

A Great LDC Teaching Task

- Designs a writing prompt that requires sustained writing and effective use of ideas and evidence from the reading texts.
- Establishes a task that is both challenging and feasible for students, with a balance of reading demands and writing demands that works well for the intended grade and content.

Practice

- **Topic:** Monsters
- **Template Task 11**
- With a partner, **write a Teaching Task** from
Template Task 11 on the topic *monsters*.
- **Share your Teaching Task** and talk through what's easy, what's challenging, and what skills will be needed.
- **Revise** as needed

Template Task 11

After researching _____ (informational texts) on _____ (content), write a(n) _____ (report or substitute) that defines _____ (term or concept) and explains _____ (content). Support your discussion with evidence from your research. **L2** What _____ (conclusions or implications) can you draw?

(Informational or Explanatory/Definition)

Task Evaluation

- Look at the sample teaching tasks
- Think about the skills that are needed to accomplish the task
- Decide what could be improved
- Revise

Monsters

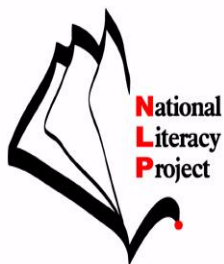
After researching informational and fictional texts on real and fictional monsters, write a three to five page paper that defines what a monster is and explains the point at which wickedness crosses the line into “monsterness.” Support your discussion with evidence from your research.

L2 What conclusions about human behavior can you draw?

Literacy Design Collaborative

Work in Brevard Public Schools

Professional Collaborations



*Florida Academic
Literacy Network*



*BILL & MELINDA
GATES foundation*



Participating Schools

**ANDREW JACKSON
MIDDLE SCHOOL**

**Madisen Middle School
Home of the Mohawks**



ASTRONAUT HIGH SCHOOL
Home of the War Eagles

Titusville High School

Literacy Design Collaborative Resources

<http://www.literacydesigncollaborative.org/>

<http://www.literacydesigncollaborative.org/about/videos/>

Working Through a Task

- Read through Task
- What are you being asked to do?
- In groups of 3, determine who will be A, B, C.
- Complete SOAPSTone for your assigned article with 1-2 people who have same letter
- Go back to your original group of 3—Share your SOAPSTone
- Complete Compare and Contrast Multiple Texts
- What would your thesis be if you were to write this essay.
- Be prepared to share.

Reflection

- How do you see Literacy Design Collaborative working in your district?

Thank you!

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